

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Creative Arts and Culture and Bachelor of Education (Honours) (Visual Arts)
Programme QF Level	: 5
Course Title	: Education in Art
Course Code	: ART 2175
Department	: Cultural and Creative Arts (CCA)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: Chinese
Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course presents an overview of the foundations of visual arts education in the global and local context. Through reviewing and analyzing the current trends of visual arts education, students examine the roles of visual arts education and art teacher in schools, study the various approaches in lesson planning, demonstrate an understanding of the principles, aims and objectives of visual arts education in Hong Kong, construct visual arts unit and teaching plans for schools with an understanding of the social and cultural contexts, explore teaching strategies of learner-centred and interactive activities in the classroom, and apply appropriate methods for teaching visual arts at primary and secondary schools.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students will be able to:

- CILO₁ demonstrate knowledge of principles and goals of visual arts education and the roles of a visual art teacher;
- CILO₂ demonstrate knowledge of designing unit and teaching plans that meet the current Hong Kong visual arts curriculum guide; and
- CILO₃ critically assess the effectiveness of lesson plan design in primary and/or secondary school context

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Philosophies for teaching art; 2. Curricular changes in local and global contexts; 3. Theoretic models of child and adolescent aesthetic development as related to their artworks.	CILO ₁	• Lecture • Group discussion
4. The concepts of learning objectives, learning focuses, and learning outcomes of unit and teaching plans; 5. Teaching approaches, strategies and forms of evaluation that meet the learning objectives.	CILO ₂	• Lecture • Group discussion
6. Designing and analyzing lesson plans; 7. Evaluation of the teaching performance of student teachers according to their intended learning outcomes stated in their lesson plans; 8. Teaching resources and learning environment; 9. Peers' critique on teaching and suggestions for improvement.	CILO ₃	• Group discussion • Trial or micro-teaching in groups • Teaching observation and analysis • Peer evaluation

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
I. Group Assignment Design a unit plan (3-5 lessons) for trial or micro-teaching at primary or secondary level with documents include: 1. A Table 1 (unit plan) (10%) 2. A Table 2 (without rationale, but with concise lesson plan content, no more than 6 pages) (10%) 3. A sample of teaching materials such as PPT, worksheet(s), and/or instructional video(s) (10%) 4. An artwork sample (10%)	40%	<i>CILO_{2, 3}</i>
II. Individual Assignment Provide in-depth review and reflection based on the group assignment with documents include: 1. A rationale behind of the group-designed unit plan (960 Chinese characters) (20%) 2. A critique on a designated group's unit plan with both appreciation and recommendation (480 Chinese characters) (10%) 3. A critical reflection of the unit plan design learning process with highlight and comparison of the key learning moments and supported with evidence such as relevant EDB documents, school visit experiences, teacher's feedback during the critiques, peer reviews, and/or changes of the unit and lesson plan design, etc. (960 Chinese characters & visual evidence) (20+10%)	60%	<i>CILO_{1, 2 & 3}</i>

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted** : In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted**: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Donna Kay Beattie (2012). *Assessment for Learning Visual Arts Portfolio*. Education Bureau. Available at: <https://www.edb.gov.hk/attachment/en/curriculum->

[development/kla/arts-edu/resources/va-curr/Assessment for-Learning-Visual-Arts-Portfolio.pdf](https://www.edb.gov.hk/tc/curriculum-development/kla/arts-edu/resources/va-curr/Assessment_for-Learning-Visual-Arts-Portfolio.pdf)

香港教育學院文化與創意藝術學系(視覺藝術) (2026)：《視覺藝術科教學實習手冊》(修訂版)，香港。

香港考試及評核局 (2024)：《視覺藝術科校本評核教師手冊》，檢自 https://www.hkeaa.edu.hk/tc/sba/sub_info_sba/dse_subject.html?25

香港考試及評核局 (2025)：《香港中學文憑考試視覺藝術科評核大綱》，檢自 https://www.hkeaa.edu.hk/tc/sba/sub_info_sba/dse_subject.html?25

課程發展議會 (2024)：《藝術教育學習領域——視覺藝術科課程指引(小一至中六)》，檢自 <https://www.edb.gov.hk/tc/curriculum-development/kla/arts-edu/curriculum-docs/index.html>

課程發展議會 (2017)：《藝術教育：學習領域課程指引(小一至中六)》，檢自 <https://www.edb.gov.hk/tc/curriculum-development/kla/arts-edu/curriculum-docs/index.html>

課程發展議會 (n.d.)：《在一個主題下發展四件能展示學習進程的作品 — 發展過程例子》，檢自 <https://www.edb.gov.hk/tc/curriculum-development/kla/arts-edu/resources/va-curri/index.html#AssessmentOfLearning>

課程發展議會與香港考試及評核局聯合編訂 (2015)：《視覺藝術課程及評估指引(中四至中六)》，檢自 <https://www.edb.gov.hk/tc/curriculum-development/kla/arts-edu/curriculum-docs/index.html>

課程發展議會 (2026)：《中小學數字教育發展藍圖》，檢自 <https://www.edb.gov.hk/tc/edu-system/primary-secondary/applicable-to-primary-secondary/it-in-edu/debp.html>

7. Recommended Readings

- Biesta, G., Skregelid, L. & Dag Bøe, T. (2024). *Being human today: Art, education and mental health in conversation*. Bristol: Intellect Books.
- Day, M. & Hurwitz, A. (2012). *Children and their art: methods for the elementary school* (9th ed.). Belmont, Calif.: Wadsworth.
- Eisner, E. W. (2004). *The arts and creation of mind*. Yale University Press.
- Eisner, E. W. & Day, M. D (2004). *Handbook of research and policy in art education*. Routledge.
- Freedman, K. & Hernández-Hernández, F. (Eds) (2024). *Curriculum, culture, and art education: Comparative perspectives*. State University of New York Press.
- Geroimenko, V. (2025). *Human-computer creativity: Generative AI in education, art, and healthcare*. Springer Series on Cultural Computing.

Heaton, R. (2025). Making peace with artificial intelligence (AI) in art education. *The International Journal of Art & Design Education*, 44(4), 932-947.

Knochel, A. D. & Sahara, O. (2023). *Global media arts education: Mapping global perspectives of media arts in education*. Cham: Palgrave Macmillan.

Neugärtner, S. (Ed.) (2026). *Toward a new aesthetics: Institutional criticism in art education from 1900 to today*. Leiden; Boston: Brill.

Seymour Simmons III, S. (2021). *The Value of Drawing Instruction in the Visual Arts and Across Curricula Historical and Philosophical Arguments for Drawing in the Digital Age*. Routledge: Taylor and Francis Group.

Tavin, K., Kolb, G., Tervo, J. (2021). *Post-Digital, Post-Internet Art and Education: The Future Is All-Over*. Springer Nature

許子凡、林演慶 (2025)：擴增實境導入國小視覺藝術教育—從傳統授課比較到學習風格與AR 教學輔助之差異，《藝術教育研究》，第50期，頁74-111。

許嘉欣、譚祥安 (2025)：創建連繫：視覺藝術教師策展教學法的影響與成效研究，《藝術教育研究》，第49期，頁37-66。

梁桂嘉、孔垂暉 (2025)：AI 生成與人工繪圖對視覺設計專家與非視覺設計專家的圖像創作之比較分析，《藝術教育研究》，第48期，頁73-105。

8. Related Web Resources

香港考試及評核局	https://www.hkeaa.edu.hk/tc/hkdse/assessment/subject_information/category_a_subjects/hkdse_subj.html?A2&2&25
香港美術教育協會	https://www.hksea.org.hk/resource
視覺藝術課程文件	https://www.edb.gov.hk/tc/curriculum-development/kla/arts-edu/curriculum-docs/index.html
視覺藝術科安全指引	https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts-edu/resources/va-curri/VAsafety_principles.pdf
視覺藝術課程配套資源	https://www.edb.gov.hk/tc/curriculum-development/kla/arts-edu/resources/va-curri/index.html#handbook
視覺藝術科學與教常用英漢辭彙	https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/arts-edu/resources/va-curri/visual_arts_glossary20171206.pdf
畫家及畫作總覽（中國台灣）	https://www.ss.net.tw/
Art Vocabulary	http://www.enchantedlearning.com/wordlist/art.shtml
Getty Museum Education Department	http://www.getty.edu/education/search/

9. Related Journals

香港美術教育
中國美術教育
藝術教育研究
國際藝術教育學刊
Art Education
Studies in Art Education

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil

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